

THE B. Y. A. STUDENT.

"SELF EFFORT EDUCATES."

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EMIL MAESER.

On the 29th of March, 1866, Emil Maeser was born in Salt Lake City. His parents are Dr. Karl G. and Anna Maeser.

Emil attended school in the 20th Ward until August 1876, when he removed with his parents to Provo, where his father was called to establish the B. Y. Academy. Emil early displayed a liking for mechanical drawing, and such was the ability exhibited for this branch that he learned the carpenters trade, at which he worked for several years.

He completed a Normal course, and was graduated in the spring of 1886. During the next year he was engaged as Pattern-maker in the Provo Foundry and Machine Co. from which he was called during the winter to take charge of the Preparatory department, which position he occupied until the close of the school year, when he was called to fill a mission to Germany. During his sojourn on the Continent he visited many places of interest, among which were the home and birth-places of his parents. In July 1889, he returned home and was appointed a home missionary, in which capacity he still labors.

The following year, he labored in the B. Y. Academy, taking some few studies, and teaching several classes. In the spring 1890, he was graduated, receiving an "Intermediate" certificate.

At the beginning of the present school year, he was engaged as teacher in the German language and Mechanical drawing, besides classes in the Intermediate department.

He has already raised up students who are becoming quite efficient in speaking the German language.

TEACHING.

Fitch says, "Teaching is the noblest of all professions, but it is the sorriest of trades." What is meant by making a trade of teaching? In all former ages, and to some extent in this age, teaching has been a "sorry trade." When all other avenues of support failed, the last resort was to become a pedagogue—a school teacher. A sorry predicament, indeed! The cripple, the one-armed or one-legged soldier, the worn out slave, the deformed woman, all were good enough for school teachers. What kind of schools did we have? They were veritable prison houses where the air resounded with the cries of beaten children.

When, because of failure, the school-room is resorted to as a means of support, we make of teaching a "trade" and not a profession. In this age we want live, earnest, energetic teachers, those who will make it a life study, those who can originate me-

thods, principles, etc., and not those who, parrot-like, transmit to their pupils knowledge just as they themselves learned it.

Unto what shall we liken a profession? "To an enclosed and fortified camp, into which no one can gain admittance without giving the countersign." The countersign is that you have a certificate showing you have completed a certain number of scientific studies, difficult of attainment, just as lawyers, or doctors, or civil engineers must have before they can be admitted to that "close corporation guild known as a profession."

Before a certificate can be obtained you must acquire a specific kind of knowledge, which the majority of people do not possess. The general knowledge or learning of a preacher or a lawyer is just the same as any one might possess; but what makes a lawyer or a clergyman such is this specific knowledge that he acquires. Suppose, for a moment, that all men had the knowledge now required of a surgeon,—it would immediately make surgery nonprofessional. But we find this specific knowledge difficult of attainment and hence only a few have the inclination, time, or money to become professional.

"To be a physician, a lawyer, or a minister requires the mastery of knowledge so abstruse that men in general will not endure the toil and sacrifice necessary to obtain it."

Again, professional knowledge is scientific in its nature.

A blacksmith must have a special knowledge fitting him for his work, but this knowledge involves only the ways of doing the work, the How of it, which is very easy to acquire. The Why of the art is much more difficult to learn.

The smith can do the work but can not explain the reason why; the scholar can explain the processes, but cannot do the work. Generally it is easy to become expert manually, because it does not require much knowledge; but to discover the processes, and the principles which underlie them, is much more difficult. This involves a "higher order of knowledge," and is a science.

"Blacksmithing is a trade, and the smith an artisan. Chemistry is a science, and chemist is a member of a profession."

"Professional knowledge must first of all, be scientific; because it is scientific, it is attainable with difficulty; because it is attainable with difficulty, it is restricted to a select few; and lastly, because a profession is a select body, it is also a privileged body, enjoying certain prerogatives that are attractive to men of ambition and talent." There is a professional side to teaching also, and only a few have been admitted to that "corporation guild," and that is why there is so

much "room at the top."

Young men and women, become professionals.
O. W. Andelin.

FORMAL STUDIES.

[By B. Cluff, Jr., B. M. D.]

TO TEACH IDEAS OF LENGTH AND DISTANCE.

The teacher should supply himself with several sticks varying in length from an inch to a yard, a foot rule, a yard measure, and a tape measure at least a rod long.

FIRST LESSON: Hold two sticks before the class and ask which is the longer. Show three sticks of different lengths and have the pupils tell which is the longest. Draw lines on the black-board and question in the same way. Have two, and then three or more pupils stand in a row and ask which is the longer and longest. In like manner compare lengths of objects in the school room. Continue this drill until the pupils are perfectly familiar with the meaning of the words *long*, *longer*, *longest*; *short*, *shorter*, *shortest*.

SECOND LESSON: Provide the children with sticks one inch long. Tell them the length and write the word inch on the board. Have the pupils measure the length of the stick on their fingers, slates, etc.

Holding up the foot ruler ask: "How many inches long is this ruler?" After several have approximated, one is called on to measure with the inch stick. "It is twelve inches long." "It is just a foot long." "How many inches are there in a foot?" The correct answer to this question should be written on the black-board and committed to memory.

In the same way teach the yard measure. Let them approximate its length, measure its length by the foot ruler, then write on their slates; "There are three feet in one yard."

Similarly teach the rod measure. If the children are very small, the rod may be omitted.

THIRD LESSON. Have the pupils measure objects in the school room by both the foot and yard measure. See how many child's paces there are in a yard, a rod. Have them measure distances in the school room by pacing, and afterwards measure by the yard. Teach them to approximate distances, lengths, heights, etc., then correct their approximation by actual measurement.

Student:—"Has any thing happened in the Commercial department this week?"

Teacher:—"No, nothing as yet, but some of these young men are so excited over practical book-keeping, and have invested so deeply that many will soon fail; however they must learn by sad experience."

THE B. Y. A. STUDENT.

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the B. Y. Academy.

W. M. McKENDRICK, - Editor.

R. R. LYMAN, - Business Manager

Subscription to the end of the
school year 75 cents.,

The action of the First Presidency in releasing Prof. Cluff from his call to Salt Lake City to take the chairs of Pedagogy and Mathematics in the L. D. S. College, when it was shown them that his removal would materially injure the Academy, proclaims the fact louder than words that it is not their intention in any way to cripple our institution in order that another may be built up. If we judge rightly, President Woodruff is just as interested in the welfare of the B. Y. Academy as in that of the L. D. S. College, and as interested in Provo's advancement as in that of Salt Lake City. But he as president must look to the interests of Zion as a whole, and it is his right so to place those who will work that the greatest possible good may be accomplished. All the schools must receive his attention. It is for the people of Provo and of Utah Co. to concentrate their efforts on the B. Y. Academy, and build up here a school as great and as intellectual as they can. In doing this no one will lay so much as a straw in their way, but encouragement will be given on every side, and especially from the Head Authorities.

It has been said, and with considerable truth, that the people of Provo do not patronize the Academy as they should. The records will indeed show that but few of the students, especially in the higher departments, are from Provo; but to say that the business men of Provo and those interested in the city's welfare do not appreciate the Academy, is to utter an untruth. Not only by their influence, but by their means as well have all, irrespective of religious belief, aided in the establishment of a Commercial College in this school, and signified their willingness to assist in raising funds for the erection of the New Building.

The future prospects of the Academy are bright, never were they brighter. The new building will be ready for next school year, and in our opinion no less than seven hundred pupils will be enrolled.

The Academy's march will be ever onward, not backward, and she will most gloriously fill her mission in giving to the youth throughout this Rocky Mountain region, an opportunity for an education both moral and intellectual, second to none in the West.

Gradually we see the cause of education spreading, and gradually do we see the old-fashioned methods giving way to those more complete.

The question might arise, "What is producing this change? There *must* be some cause that *produces* this effect." "Is it because the school population is becoming more intelligent, or more desirous of acquiring knowledge?" And so, many questions might be asked. The greatest cause of this advancement is the army of enthusiastic teachers, who love their work, and who are hard students themselves. It is necessary that a teacher be admirably qualified for the work that is required of him, and to be so he must be an energetic student himself, for only those who keep pace with the times, will make a success of teaching. It is this class of teachers who have built for Germany, one of the most rigorous systems now in existence. Teaching in that country is regarded as a profession, and only those who have been educated for the profession are allowed to teach. Owing to this, Germany has a system of education which to-day stands pre-eminent.

Teaching is a noble profession, and individuals desirous of becoming teachers should look upon it in that light. It is stated in Greek mythology, that there were many competitors at the court of Olympus, for the prize of Immortality. The musician claimed to practice the only human art, by which the thoughts of humanity were directed to heaven. Jupiter shook his head. The painter boasted of his power to give life to the inanimate canvas. Jupiter thundered. The orator spoke of his power to move even the gods by his voice. Jupiter blushed. And so did the different competitors lay their professions before the judge, until Jupiter, seeing an old gray headed man in the background, asked what might be his desire. The old man replied: "I am only a looker on, all these were once my pupils." "Crown him! crown him!" shouted Jupiter, "Crown the faithful teacher with immortality, and make room for him at my right hand."

OF WHAT USE ARE FLOWERS?

Flowers! The mere name has a sound that will cheer the weary and despondent, and make them feel that life has, indeed, some light in it. Imagine, if you can, the change that is wrought in the dingy sick-room by the presence of a few bright flowers. How the sight of their fresh beauty will instill new life into the wasted form, and new light into the sunken eye! And ah! how much more beautiful are they when placed there by the hand of some loved one, who desires, by their beauty and

fragrance, to give the sufferer a wish to live, or perhaps, to brighten his few remaining hours. When you walk along the roadside on a bright spring morning and see the modest daisy smiling up at you, and spy the delicately-scented violet, nodding a bright good morning to you from the grass around some stately tree, do you not feel to thank God for His many blessings, and especially for flowers—those beautiful messengers of His love? We need never ask, "Of what use are Flowers?" for their uses are made manifest in decking mother earth in such a beautiful, cheery robe of brilliant colors. Yes, indeed, their uses are manifold.

C. C.

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NORMAL ITEMS.

[O. W. Audelin.]

Some pretty good work is being done by the Normals.

Juniors are studying Penmanship and how to teach it.

Some of the Normals will have to be "born again when they are old" if they learn vocal music.

Examinations in Logic will come off next Thursday during Practice. They will be individual and oral.

The course in Theory will be more elaborate next year, and will be made a four years course. Junior one, Senior one, and Post Graduates two.

Next year we will have a new house to live in and with the best Normal teacher in Utah as instructor, we predict a Normal class of 200 for the first year in the new Academy.

It is desired to arrange matters in the future so that Juniors will teach only in the Primary grades, Seniors in the Intermediate only, and only Post Graduates for principals of Academies.

The Seniors are considering School Management this week and this finishes the course. The remaining part of the term will be spent in discussing educational principles and reading educational works in the class.

If you wish to see an orderly department, step into the Normal room. When the Normals are not engaged with their text books, you will find them drinking knowledge from the "Pyrean Spring" at the library.

The Will-Powers is the topic in the Post Graduate class. According to Baldwin, "these are our capabilities to attend, determine, and act." The Will-Powers are the capstone of our intellectual faculties. *Knowing* comes first, then *feeling*, or *emotion*, and lastly *willing*. The first act of will is attention. Some one offers to buy your house. You direct your attention to the subject, consider it, weigh the advantages of selling. At this juncture comes in *choice*, the second act of will. Self, as *choice*, settles the question, determines what to do, and immediately *action* executes the determination. Action always follows choice, unless some obstacle prevents.

"Ideas fight. Emotions wage war. Appetites and passions clamor for gratification; egoistic emotions contend for self; love pleads for others; conscience imperatively battles for right. Fiercer conflicts rage in the human soul than on fields of carnage. But self, as choice, is sovereign. Reason examines all the arguments, and weighs all the motives. In view of all the considerations, self, as choice, decides. Happy he who chooses wisely!"

LOCALS, GENERAL.

Look out for April fool tomorrow.

What is the matter with the Intermediate editor?

More names have been added to the roll of the Academy Choir.

There will be no school next Monday, on account of general conference.

H. H. Cluff has been appointed Superintendent of the construction of the New Building.

How many stood outdoors during Devotional exercises, last week? Probably the Inspectors can answer.

"Raised Paper" and "How to Detect Counterfeit Money," is the subject of a lecture which will be delivered by Prof. Keeler in the near future.

A U. S. History class has been organized for those Normals desiring to pass. They will conduct the class themselves, taking turns acting as instructor.

Miss Otille Maeser, our music teacher, not being satisfied with her accomplishment in this art, has concluded to take a series of lessons under Prof. Baird.

On account of the severe snow storm Friday night but few ventured out to Polysophical, nevertheless those who did go, listened to a very interesting and instructive program.

Bids for the erection of the New Academy Building are solicited. Ere long we hope to see its walls assume the proportions of a grand structure, where the B. Y. Academy will at last find a home.

When word was wired from Salt Lake to the effect that Prof. Cluff's call to that city had been countermanded by the Presidency, the Normals expressed their unbounded joy by giving "three cheers."

The appeal of the "mock" trial of A. C. Lund for conspiracy, took place Wednesday. The jury was out only about two minutes when they returned a verdict of "Not Guilty," and Mr. L. was sent on his way rejoicing.

RULES IN A SCHOOL.

Some teachers make so many rules, that they cannot remember them themselves. Their pupils forget them too, and violate them without intending any wrong.

The breaking of a law should be a most serious offence. Children will not be very good citizens, if they regard the violation of laws as a trifling matter. They cannot avoid coming to this conclusion, if a teacher has so many rules that he forgets to punish for neglecting them; or if they are of so unimportant a character as not to command the respect of the pupils.

There should be a few cast-iron rules beginning with "Thou shalt," or "Thou shalt not." The rules should state general principles, and each one should cover a whole class of specific acts. Rules in detail should not be formulated in a code either written or printed.

No rule should be issued until some wrong-doing makes it necessary. The very prohibition may suggest the wrong course to the pupils.

Pupils should learn rules as they should learn everything else, by experiencing the necessity for them, and by putting them in practice as they learn them. The rules that will be best learned, and most consistently obeyed, are those that are not spoken or written or printed, but regularly acted by the pupils under the guidance of a wise teacher.

While the teacher should issue as few

restraining rules as possible to his pupils, he must not neglect to define clearly their duties toward each other and to the school, nor to explain fully the nature and results of the offences which they commit. He should be especially careful to show that the evil offence of conscious violation of rules is more disastrous in its influence in weakening the will and conscience than in injuring the discipline of the school.—*Selected.*

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